

HANDBOOK OF PHONOLOGICAL DATA
FROM A SAMPLE OF THE WORLD'S LANGUAGES

A Report of the Stanford Phonology Archive

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	290 Finnish	290 Finnish	290 Finnish
290	01 p ⁰¹	16 m-long	54 u-trema-long ¹⁷
290	02 p-long	17 n ⁰⁴ 11 12 [m-labiodental] ⁶⁰ [eng] ⁶⁰	55 epsilon [e] ⁶¹
290	03 b ³⁰ (loan)	18 n-long	56 e-long ³³ (surface)
290	04 t ⁰¹ 03 04	19 eng-long ³² (surface)	57 o-trema ¹⁹
290	05 t-long	20 113	58 o-trema-long ³³ (surface)
290	06 d ⁰³ 05 31 (loan,surface)	21 l-long	59 ash
290	07 k ⁰¹	22 r-trill	60 ash-long
290	08 k-long	23 r-trill-long	61 a [caret] ⁶²
290	09 g ³⁰ (loan)	24 glottal stop (transitional)	62 a-long
290	10 f ³⁰ (loan)	25 h ⁰⁵ 16	63 u
290	11 v ⁰⁵ 06 07 08		64 u-long ¹⁷
290	12 s ⁰⁹		65 o
290	13 s-long	51 i	66 o-long ³³ (surface)
290	14 s-hacek ¹⁰ (loan)	52 i-long ¹⁷	67 e-slide ⁰⁵ 20 [yod] ²¹ 63 [j-fricative] ⁶⁴
290	15 m	53 u-trema ¹⁸	

290 \$a Finnish \$d Finno-Ugric \$e Finland \$f 5 million \$g Merritt Ruhlen \$g Marilyn Vihman (review)

290 \$a Lehtinen, Meri \$b 1964 \$c Basic Course in Finnish \$f Indiana University Publications, Uralic and Altaic Series, Vol. 27 \$g Bloomington: Indiana University \$q author is native speaker

290 \$a Harms, Robert T. \$b 1964 \$c Finnish Structural Sketch \$f Indiana University Publications, Uralic and Altaic Series, Vol.42 \$g Bloomington: Indiana University \$q one informant \$Q wife of author

290 \$a Austerlitz, Robert \$b 1967 \$c The Distributional Identification of Finnish Morphophonemes \$d Language, 43.20-33

290 \$a Hammarberg, Robert \$b 1974 \$c Another Look at Finnish Consonant Gradation \$d Soviet Finno-Ugric Studies, 10.171-178

290 \$a Kiparsky, Paul \$b 1968 \$c Linguistic Universals and Linguistic Change \$e Universals in Linguistic Theory, ed. by E. Bach and R. Harms, pp.171-202 \$g New York: Holt Rinehart and Winston

290 \$a Harms, Robert \$b 1966 \$c Review of T. Itkonen, Proto-Finnic Final Consonants \$d Language, 42.825-831

290 \$a INTONATION \$A "In general, all Finnish sentences end with a drop of the voice. Longer sentences usually begin on a relatively high pitch, continue with two or three peaks of high pitch and accent in the first part of the sentence, then drop to a somewhat lower pitch level, where the accent peaks are not as noticeable as in the beginning of the sentence, and end with a definite drop of the voice. All questions drop at the end, in exactly the same way as statements. There is, however, an optional intonation pattern which is often used in asking questions, especially polite ones. This pattern consists mainly of starting the sentence at an even higher than usual pitch and of using extra-high pitch on the accent peaks at the beginning of the sentence. The drop to a lower pitch-level occurs as in statements, and the question ends with a drop of the voice. In other words, if intonation is used at all to indicate that a sentence is a question, the indication occurs at the beginning of the sentence, never at the

end, as in English." (p.xviii)

290 \$a LONG CONSONANTS \$A "Long consonants...are pronounced with a rearticulation of the sound after the sound has initially been 'held' for a brief moment." (p.xvi) Continuants "are often pronounced longer at the beginning of an utterance than the same short sound would be between vowels. Especially /r-trill/ at the beginning is usually trilled more times than between vowels.... When a [continuant] consonant...precedes another consonant in the middle of an utterance, it is usually held longer than a single consonant between vowels." (p.xvi)

290 \$a STRESS \$A Neither Lehtinen nor Harms gives the phonetic correlates of stress (Lehtinen says "accent"). Harms says that syllables with any degree of stress above minimal have "a sort of rhythmic prominence," (p.63) but Lehtinen says that rhythm depends on vowel and consonant length and is entirely independent of stress. (p.xvii) Primary word stress is initial; Lehtinen says this stress may be lost in sentences; Harms (p.63ff) says this stress varies from primary to tertiary depending (on syntactic position apparently). A weak stress (greater than minimal stress) generally falls on the third syllable of words. Harms also gives certain conditions under which, if the third syllable has CV structure, the weak stress falls instead on the fourth or fifth syllable. He also adds that weak stress falls on odd numbered syllables after the first weakly stressed one. Lehtinen also says that emphatic accent occurs, consisting of a relatively stronger accent on a word to be emphasized, but that word order and expressive particles are more common emphatic devices. (p.xviii)

290 \$a SYLLABLE \$A (C)V(V)(C)(C) \$A "Most problems of syllable division in Finnish can be handled with the rule: whenever possible, begin each syllable with one, and only one, consonant.... Determining the presence or absence of a syllable division between vowels requires more complex rules: (1) A long vowel always belongs to one syllable. (2) Two vowels at the beginning of a word or immediately following the initial consonant belong to one syllable... (3) When two vowels occur later in the word, they belong to one syllable if the second of the vowels is /i, u, u-trema/. Otherwise, there is a syllable division between the vowels... (4) Wherever two vowels come together as the result of /k/ alternating with zero in consonant gradation, there is a syllable division between the vowels, regardless of other rules." (p.xvii) \$A According to Austerlitz 1967, loss of /k/ in the genitive singular of /s.ash.k.ash/ "withers (anat.)" produces the phonetic form /s.ash.dollar sign.ash.nl/, "where [dollar sign] stands for a very short segment of low-energy murmured voice, or at least for a very brief and generally lower-pitched and stressless [ash]."(p.24)

290 \$a VOWEL COPYING \$A Complete vowel assimilation, or vowel copying, occurs as part of the expression of at least three morphemes, the illative (with allomorphs V.n, h.V.n, s.e-long.n, and s.i-long.n), the impersonal or "passive" (V.n) and the third person possessive (also V.n), where V indicates "copy the last vowel of the stem." See Harms' rules and examples p.58-60, and Austerlitz 1967, who sets up as a ninth vowel an "all purpose vowel symbol to be read as 'repeat the last vowel encountered to the left.'" (p.31)

290 01 \$A "In Finnish /p, t, k/ are pronounced much less energetically than the corresponding English sound." (p.xv)

290 03 \$A In producing /t, d/ the tip of the tongue is against the teeth or the bottom of the gums." (p.xv)

290 04 \$A "/t/ and /n/ must always be 'released' in final position." (p.xvi)

290 05 \$A "/d, v, h, e-glide/...occur only short." (p.xvi)

290 06 \$A Adjacent to a rounded vowel /v/ is "pronounced by blowing air through a slit between the two lips, as though you were pronouncing a very strong [w]." (p.xv) Meaning unclear. Harms does not mention this.

290 07 \$A "Finnish /v/ is always pronounced more weakly than the English /v/." (p.xv)

290 09 \$A "The Finnish /s/ is pronounced with the tip of the tongue pulled further back in the mouth than for English /s/.... Try to articulate a sound halfway between English /s/ and /s-hacek/." (p.xv)

290 10 \$A /s-hacek/ only occurs in obvious foreign loans. (Harms 1964, p.71)

290 11 \$A For /n/ "the tip of the tongue is against the bottom of the gums, not against the front part of the palate, as in English." (p.xv)

290 12 \$A "Between vowels, /n/ is often pronounced very sharply and rapidly, which has sometimes caused students to confuse it with /l/." (p.xv)

290 13 \$A For /l/ "the tip of the tongue is against the teeth or the bottom of the gums, not against the front part of the palate as in English. The back of the tongue is not raised toward the palate as in some varieties of English." (p.xv)

290 16 \$A "/h/ is a voiceless lenis cavity fricative...of the same quality as the immediately

preceding or following vocoid in the same syllable." (Harms, p.68)

290 17 \$A "Long high vowels are slightly higher in quality than the corresponding short vowels." (Harms, p.68)

290 18 \$A "The Finnish /u-trema/ resembles the French 'u' or the German 'u-umlaut,' but the Finnish sound is more strongly rounded, and therefore somewhat different." (p.xiv)

290 19 \$A For /o-trema/ "the lips are more or less as for /o/, but are quite often not as close to each other or as vigorously rounded as for /o/." (p.xiv)

290 20 \$A Lehtinen gives only the pronunciation [yod] for /e-glide/.

290 21 \$A [yod] is "extra-short" after /i/.

290 30 \$A /b, g, f/ "occur only in loan words and foreign names." (p.xviii)

290 31 \$A /d/ occurs in native words primarily as the product of consonant gradation. (Cf. Hammarberg 1974, p.172.) Also occurs, like /b/ and /g/, in loans and names.

290 32 \$A /eng-long/ occurs only as the product of two rules, nasal assimilation (see n.62) and consonant gradation.

290 33 \$A /e-long/ results from deletion of /k/ (consonant gradation). This seems to apply to the other long mid vowels also. (See Austerlitz, p.29.)

290 60 \$A /n/ assimilates to the place of articulation of a following labiodental or velar obstruent.

290 61 \$A /epsilon/ is raised to [e] before another vowel.

290 62 \$A Word final /a/ is raised and backed to [caret]

290 63 \$A /e-glide/ is realized as [yod] following /i/ and /u-trema/.

290 64 \$A /e-glide/ is realized as [j-fricative] before /i/.